

**THE INFLUENCE OF USING DIRECTED READING ACTIVITY
STRATEGY TOWARD THE STUDENTS READING COMPREHENSION
AT THE FIRST SEMESTER OF THE ELEVENTH GRADE
OF SMAN 3 TULANG BAWANG TENGAH
IN ACADEMIC YEAR OF 2019/2020**



Submitted as Partial Fulfillment of the Requirement for S1-Degree

By

SUSANTI

NPM.1511040155

Study Program : English Study Program
Advisor : Syofnidah Ifrianti, M.Pd
Co-Advisor : Septa Aryanika, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2020**

ABSTRACT

Reading comprehension is one of skills must be mastered by students because by reading comprehension students can get new information and knowledge. In reading text, we can find new information and knowledge. Based on preliminary research, students' at SMAN 3 Tulang Bawang Tengah still did not understood with what they read. To solve this problem, the researcher applied Directed Reading Activity Strategy. Directed Reading Activity Strategy is one of strategies that can be more interactive in learning process. The objective of this research was to know there is a significant of Using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

In this research, the research design was quasi experimental design with pre-test and post-test. The treatment was conducted in three meetings. The sample of the research was taken from two classes, XI IPS 1 as experimental class and XI IPS 2 as control class. Experimental class consisted of 23 students and control class consisted of 24 students. In collecting the data, the researcher used test in form multiple choice question. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute Independent Sample Test.

According to the data analysis computed by using Independent Sample Test, it showed that Sig. (2-tailed) = 0.030 and $\alpha = 0.05$. It means that Sig (2-tailed) < $\alpha = 0.05$ and H_a was accepted. The researcher concluded that there was significant influence of Using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

Keywords: *DRA Strategy, Reading Comprehension Ability, Quasi Experimental*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

**Title : THE INFLUENCE OF USING DIRECTED
READING ACTIVITY STRATEGY TOWARDS
STUDENTS' READING COMPREHENSION AT
THE FIRST SEMESTER OF ELEVENTH GRADE
OF SMAN 3 TULANG BAWANG TENGAH IN
ACADEMIC YEAR OF 2019/2020**

Student's Name : Susanti
Student's Number : 1511040155
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty

APPROVED

**Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung**

Advisor,

Syofnidah Ifrianti, M.Pd
NIP: 196910031997022002

Co-Advisor,

Septa Aryanika, M.Pd
NIP:

**The Chairperson
of English Education Study Program**

Meisuri, M.Pd
NIP: 198005152003122004



KEMENTRIAN AGAMA RI
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Jln. Letkol H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721) 703260 Kodepos 35131

ADMISSION

A thesis entitled: THE INFLUENCE OF USING DIRECTED READING ACTIVITY STRATEGY TOWARDS STUDENTS' READING COMPREHENSION AT THE FIRST SEMESTER OF ELEVENTH GRADE OF SMAN 3 TULANG BAWANG TENGAH IN ACADEMIC YEAR OF 2019/2020, By: SUSANTI, NPM: 1511040155, Study Program: English Education, was tested and defended in the examination session held on: Sunday, July, 27th 2020.

Board of Examiner:

Chairperson

: Meisuri, M.Pd.

(.....)

Secretary

: Dian Reftiyawati, M.Pd

(.....)

Primary Examiner

: M. Sayid Wijaya, M.Pd

(.....)

Co-Examiner

: Syofnidah Ifrianti, M.Pd

(.....)

Advisor

: Septa Aryanika, M.Pd

(.....)

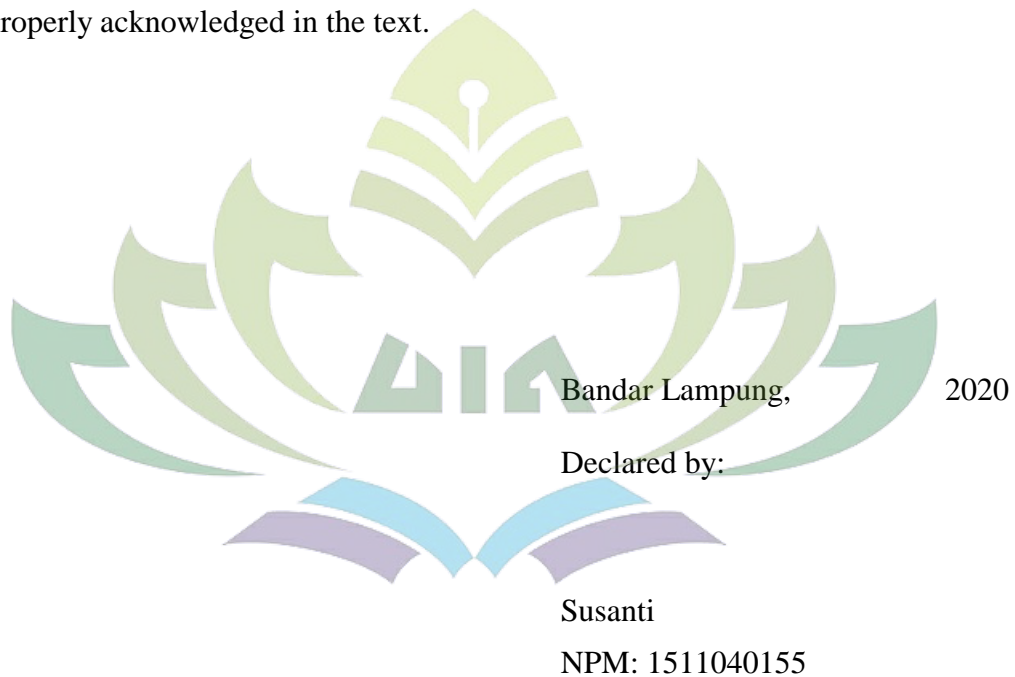
**The Dean of
Tarbiyah and Teacher Training Faculty**

Prof. Dr. Hj. Nirva Diana, M.Pd

NIP. 196408281988032002

DECLARATION

Hereby, I state that this undergraduate thesis entitled “The influence of Using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, 2020

Declared by:

Susanti
NPM: 1511040155

MOTTO

يُرِيدُ اللَّهُ بِكُمُ الْيُسْرَ وَلَا يُرِيدُ بِكُمُ الْعُسْرَ

Allah intends for you ease and does not intend for you hardship.¹

(Qs.Al-Baqarah ayat 185)



¹ Abdullah Yusuf Ali, *The Holy Qur'an Arabic Text With English Translation*, (Thomas Road London, p.95)

DEDICATION

I offer up my praise and gratitude to Allah SWT for the abundant blessing to me. Then, I faithfully dedicated this thesis to:

1. My beloved parents Mr. Nasrun and Mrs. Masripah who always pray for my success and give me motivation and support to study hard until now. So I could finish this thesis.
2. My beloved brothers Sopiyan, Susanto and my sister Sulastri who always give me suggestion and motivated me in my study.
3. My beloved friends, April Firmansyah, Viska Tri Cahya, Yeni Yuliawati, Catur Dewi Mintarsih, Wahyu Firmansyah, Yu'thi Mayasha and all my classmate (PBI C Class) who always support me in writing this research.
4. My beloved lecturers and almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of researcher is Susanti. She was born in Penumangan on December 28th, 1996. She is the third children from four siblings of Mr. Nasrun and Mrs. Masripah. She has two older brother Sopiyan, Susanto, and one younger sister, Sulastri.

She began her study at SDN 1 Menggala Mas and graduated in 2009. She continued his study at SMP Karya Bhakti Panaragan and graduated in 2012. After she graduated from Junior High School in 2012, she continued her study at SMAN 1 Tulang Bawang Tengah and she graduated from that school in 2015. In 2015, she was accepted to be student in English Education Study Program of Teacher Training Faculty through SNMPTKIN at State Islamic University of Raden Intan Lampung.

ACKNOWLEDGEMENT

Alhamdulillahirobbil ‘alamin, all praise be to almighty Allah SWT, for the blessing, mercy and kindness who always guides and protects the researcher during every step in her life. Shalawat and salam never forget to convey to our prophet Muhammad SAW who always brings us from the darkness to the lightness. By the grace of Allah, so that the researcher could finish her thesis entitled “The influence of Using DRA strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020”. This thesis is submitted as one of the fulfilment of the requirements for the award of undergraduate degree of English Education Study Program at State Islamic University of Raden Intan Lampung.

In doing this thesis, the researcher could not finish this thesis alone. The researcher has obtained so much help, motivation, suggestion, aid, support and many valuable things from various sides. Therefore, the researcher would like to express his deepest feeling os his heart for people who always care of her and she would like to convey thankfulness in depth to:

1. Prof. Dr. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairman person of English Education Study Program

3. Syofnidah Ifrianti, M.Pd as the advisor of the researcher who has contributed and guided the investigator in the accomplishment of the thesis.
4. Septa Aryanika, M.Pd as the second advisor, who has always patiently guided and given suggestion in arranging this thesis until finished.
5. The English Department lecturers of UIN Raden Intan Lampung.
6. Rudi Cahyono, S.Pd, the Headmaster of SMAN 3 Tulang Bawang Tengah who gave me permissions to conduct this research and collect the data in school.
7. Linda Santika, S.Pd, the English teacher at SMAN 3 Tulang Bawang Tengah who gave guidance and spirit to me in conducting my research.
8. All students of the eleventh grade of SMAN 3 Tulang Bawang Tengah, for giving nice participation during the proses in conducting research.
9. All friends in English Education UIN Raden Intan Lampung 2015 especially all of my classmates (PBI Class C 2015).

Finally, the researcher is aware that there are many weaknessess in this undergraduate thesis. Therefore, the researcher will accept criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, Juni 2020

Susanti
NPM.1511040155

TABLE OF CONTENTS

	Page
COVER	i
ABSTRACT	ii
APPROVAL.....	iii
DECLARATION.....	iv
MOTTO	v
DEDICATION.....	vi
CURRICULUM VITAE.....	vii
ACKNOWLEDGEMENT	viii
TABLE OF CONTENTS.....	x
LIST OF TABLE.....	xiv
LIST OF FIGURE.....	xv
LIST OF APPENDICES.....	xvi
CHAPTER I INTRODUCTION	
A. Background of Problem	1
B. Identification of the Problem	8
C. Limitation of the Problem	8
D. Formulation of the Problem	8
E. Objective of the Research	9
F. Uses of the Research	9
G. Scope of the Research	9

CHAPTER II TEORITICAL FRAMEWORK

A. Frame of Theory

1. Concept of Reading.....	11
a. Concept of Reading Comprehension	13
b. Concept of Teaching Reading.....	15
2. Concept of Genre of Text.....	16
a. Concept of Analytical Exposition Text.....	17
b. Generic Structure of Analytical ExpositionText.....	18
c. Language Feature of Analytical ExpositionText	19
3. Concept of Approach, Method, Strategy, and Technique.....	21
4. Concept of Directed Reading Activity	23
a. Procedure of Teaching Reading Using Directed Reading Activity (DRA) Strategy	24
b. Advantages and Disadvantage	26
5. Concept of Reading Aloud Strategy	27
a. Procedure of Teaching Reading Through Reading Aloud Strategy	28
B. Relevance Study.....	30
C. Frame of Thingking.....	34
D. Hypothesis.....	36

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	37
B. Variable of the Research.....	38
C. Operational Definition of Variable	39

1. Independent variable	39
2. Dependent variable	39
D. Population, Sample and Sampling Technique	39
1. Population.....	39
2. Sample of Research	40
3. Sampling Technique	40
E. Data Collecting Technique.....	41
1. Pre-test.....	41
2. Post-test	41
F. Instrument of Research	41
G. Research Procedure.....	45
1. Planning	45
2. Application	47
3. Reporting	48
H. Scoring System.....	48
I. Try-out.....	48
1. Result of try-out Pre-test.....	49
2. Result of try-out Post-test	49
J. Validity and Reliability	50
1. Validity of the Test.....	50
a. Content Validity.....	50
b. Construct Validity	50
c. Item Validity.....	51
2. Reliability of the Test	52
K. Data Analysis	53
1. Fulfillment of the Assumption.....	53
a. Normality Test.....	53
b. Homogeneity Test.....	54
2. Hypothetical Test.....	54

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research.....	56
1. Result of Pre-test in Experimental Class	56
2. Result of Pre-test in Control Class	58
3. Result of Post-test in Experimental Class.....	59
4. Result of Post-test in Control Class	61
B. Data Analysis	63
1. Result of Normality Test	64
2. Result of Homogeneity Test	65
3. Result of Hypothetical Test	67
C. Discussion	69

CHATER V CONCLUSION AND SUGGESTION

A. Conclusion	74
B. Sugestion	75

REFRENCES.....	77
-----------------------	-----------

APPENDICES	80
-------------------------	-----------

LIST OF TABLE

Tables	Page
1. The Students' Reading Score	4
2. Research Design.....	32
3. The Number of Students	34
4. The Specipication of Test for Pre-Test and Post-Test	42
5. The Specipication of Test for Pre-Test After Validity Test.....	43
6. The Specipication of Test for Post-Test After Validity Test	44
7. The Reliability Test's Result of Try-out Post-Test	53
8. The Result of Pre-test in Experimental Class	57
9. The Result of Pre-test in Control Class.....	59
10. The Result of Post-test in Experimental Class.....	61
11. The Result of Post-test in Control Class	63
12. The Result of Normality Test.....	65
13. The Result of Homogeneity Test	66
14. The Result of Hypothetical Test	68

LIST OF FIGURE

	Page
Figure 1 The Result of Pre-test in Experimental Class	56
Figure 2 The Result of Pre-test in Control Class	58
Figure 3 The Result of Post-test in Experimental Class	60
Figure 4 The Result of Post-test in Control Class.....	62



LIST OF APPENDICES

Appendices	Page
Appendix 1 Result of Interview for the Teacher.....	81
Appendix 2 Result of Interview for the Students.....	83
Appendix 3 Sudents' Reading Score of the Eleventh Grade of SMAN 3 Tulang Bawang Barat.....	85
Appendix 4 Validation Form for Reading Test for Pre-test.....	88
Appendix 5 Validation Form for Reading Test for Post-test	90
Appendix 6 The Instrument for Pre-test After Validity	92
Appendix 7 The Instrument for Post-test After Validity	103
Appendix 8 Syllabus	115
Appendix 9 Lesson Plan for Experimental Class.....	123
Appendix 10 Lesson Plan for Control Class	147
Appendix 11 The Result of Try Out Pre-test	167
Appendix 12 The Result of Try-Out Post-test	169
Appendix 13 Result of Post-test in Control Class.....	171
Appendix 14 Result of Reliability of the Pre-test	173
Appendix 15 Result of Reliability of the Post-test	175
Appendix 16 Result of Normality Test	177
Appendix 17 Result of HomogeneityTest.....	178
Appendix 18 Result of Independent Sample T-Test.....	179
Appendix 19 Documentation of Research	180

CHAPTER I INTRODUCTION

A. Background of Problem

All people use language as a means of communication with other people, as a tool to express our ideas. There are many languages in the world. English to be the most important language in this world, because English is one of the international languages. According to Kristin language is a system that contains small elements that can be combined in an infinite number of ways in order to make large structures.¹ Language is inherently part of the thinking process and so it not only has substance (coding) in the form of syntactic, semantic, and pragmatic functions.² It means that language is a system of elements who will be used to communicate each other.

Anderson said that Reading is simply overwhelming. What it is, show it is acquired and taught how reading in the first language how reading related to other cognitive and perceptual abilities, how it interfaces with memory.³ It means that reading is a way of reading in the first language of reading material related to cognitive abilities, and how to interact with memory.

¹ Kristin lems, *Teaching Reading Too English Language Learners*, (New York: Guilford Press, 2010), p. 3

² Gary Woolley, *Reading Comprehension: Assisting Children With Learning Difficulties*, (New York: Springer, 2011), p. 51

³ Charles J Alderson, *Assessing Reading*, (Cambridge: Cambridge University Press, 2000), p. 1

Lems stated that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.⁴ It means that reading is an interactive process between the readers and the text that involve the background knowlegde. Thus, Skill reading is important for students to be learnt. Within the scope of training the teaching method can also accommodate when determining whether or not learning operation is achieved, and inaccurate tricks may result in less eagerness of learning outcomes. Therefore, teachers should be appropriate when choosing the appropriate teaching techniques to obtain a fun yet effective and conducive teaching and learning procedure.

In order to achieve the goals of education, especially in the skills of reading the government has made various efforts. Currently we are focusing on improving access to education services, strengthening vocational education as a strategic step for productivity and competitiveness, and making culture a national education as part of efforts to strengthen the nation's character, said Minister of Education and Culture Muhadjir Effendy Press Briefing at the Office of the Presidential Staff (KSP).⁵ Some actions that have been done include: improving education facilities and infrastructure, improving the quality of teaching staff through upgrading and training and seminars, curriculum improvement & development, and other government programs that support the improvement quality of education. The action has

⁴ Kristin lems, *Op.Cit.* p. 33

⁵ Muhadjir Effendy, <https://www.kemendikbud.go.id/main/blog/category/siaran-pers>, accessed on June 28, 2019.

been done periodically and intensively, but the problem has not been fully resolved. In other words, action is still needed for the implementation of educational reform. In fact, the current conditions are just the opposite, the packaging of learning English for reading comprehension has not been handled systematically. Teachers are less creative to create interesting learning situations so that student can improve reading ability. To improve the quality of education the central objective is to improve the quality of teachers and the quality of teacher education, in an effort to overcome the above problems, efforts are needed to find a more appropriate strategy so that reading English text is really useful for students to improve their reading ability.

One possible effort to achieve that goal is to experiment with a reading strategy that guides students to read effectively. The usual strategies used so far are reading aloud. This activity only a strategy of how the processing in changing one language to other in order to get the equivalent meaning and can be understand in the target language, resulting in a lack of creative students in reading comprehension that can use their powers of thought, imagination, and experiences. The students' understanding of reading only revolves around explicit information. Other reading comprehension skills such as concluding readings, assessing (reading) reading, and appreciating reading have not been widely trained.

The preliminary research at SMAN 3 Tulang Bawang Tengah in January 2019, the researcher asked to the teacher about the problems and strategy used by teacher in learning English especially reading comprehension as well as factors' affect. Mrs Linda said that the main problem students are not interest in reading text, less in vocabulary and than factors accents the native language. In strategy the teacher only give a text, after that students reading the text alternately and then answer the question.⁶ The students score can be seen in table 1.

Table 1
The Students' Reading Score at the Eleventh Grade
of SMAN 3 Tulang Bawang Barat in Academic Year 2019/2020

No	Score	Class			The number of students	Percentage
		XI IPA	XI IPS 1	XI IPS 2		
1	73	10	9	7	26	36 %
2	< 73	13	15	17	45	63%
Total		23	24	24	71	100%

Source: Document of SMAN 3 Tulang Bawang Tengah

From table above, there are 71 of eleventh grade of SMAN 3 Tulang Bawang Tengah there are 45 students' (63%) got score under 73 and 26 students failed. Because the criteria of standard minimum mastery (KKM) score of subject English subject at school was 73, so it indicated that most students still face difficulties in reading comprehension.

⁶ Linda Santika, *An interview English Teacher of SMAN 3 Tulang Bawang Tengah*, (Januari, 23th, 2019), Unpublish

Besides interviewing the teacher, the interviewed some students' of the eleventh grade of SMAN 3 Tulang Bawang Tengah. The result of interview students stated that they are not like reading English, it is difficult to understand long texts because it does not know the meaning of each word so makes them confused and think hard when reading the text, after that their reading comprehension is low score than others.

Based on that explanation, the researcher concludes that in teaching and learning reading comprehension teachers and students have some of the problem encountered. First, the strategy was use by teacher not appropriate for teaching reading comprehension because the students confused with strategy given as well as bored the read just only. Second, many students have difficulties when prosses of reading the long text as find word meaning, main idea and understand of the text then make students confused so the lessen interest in reading.

Based on those problem, the teacher can use the strategy to increase the students' problems in reading comprehension. One of strategy can be used by teacher is Directed Reading Activity (DRA). Barbara said that Directed Reading Activity strategy is one of the oldest and most widely used frameworks for reading instruction. Directed Reading Activity strategy is a three-step teaching process that involves prereading, during-reading, and postreading activities.⁷

⁷ Barbara J. Guezzetti, Donna E. Alvermann and Jerry L. Johns, *Literacy in American: An Encyclopedia of History, Theory, and Practice* (California: ABC Clio inc, 2002), p. 133

It means that Directed Reading Activity is one of oldest strategy and in this strategy have three- step such as rereading, during reading and post reading activities or writing.

The Directed Reading Activity is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either narrative or informational text.⁸ It means that Directed Reading Activity is critical thinking activity from a reading lesson to read the narrative text to build knowledge. Moreover, with Directed Reading Activity strategy students will easy to understand information of the text and build knowledge by reading the informational text as analytical exposition text.

In order to see the influence of using Directed Reading Activity strategy, the researcher will use analytical exposition text. Analytical exposition is a text which persuades the readers or listeners that something is the case, give a point view, and confirmed what is claimed. Analytical exposition text will make readers can asked what the mean idea and can easy comprehend information of text to guide the reader's thinking.

⁸ Alan Crawford et.al, *teaching and learning strategy for the thinking classroom* (New York: The International Debate Education Association, 2005). p. 42

Previous research that was done by Samsul Alam. Directed Reading Activity strategy has been applied by Samsul Alam.⁹ It was found that Directed Reading Activity is suitable to applied to improve the students' reading comprehension in classroom. The other research from Mustain.¹⁰ This study conclude that Directed Reading Activity strategy is good strategy in reading class, but it should be supported by easy material.

Besides, Dewi conducted a research from the reseach, she found that using Directed Reading Activity (DRA) strategy has positive influence in increasing students' reading comprehension. In other words, there is significant influence between students reading comprehension who are taught by using Directed Reading Activity (DRA) strategy at the first year students of SMAN 14 Siak Tulang of Siak Regency.¹¹

There are some differences between previous research and present research. The first previous research used Directed Reading Activity strategy to improve the students' reading comprehension in report text. The second previous research concerned to find out whether implementation Directed Reading Activity strategy in viewed from students' reading skill in narative text. The last previous research was the influence Directed Reading Activity strategy toward the students' reading comprehension in narrative text, and the

⁹Syamsul Alam, *"Using Directed Reading Activity (DRA) to Teach Reading Comprehension to the Second Year Students of MA Syekh Yusuf Sungguminasa"*, (Sulawesi Selatan, 2012).

¹⁰Mustain, *"The Implementation using Directed Reading Activity (DRA) in second semester of English Departement at STKIP PGRI Bangkalan"*. (Jawa Timur, 2015).

¹¹Dewi Sumarni, *"The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency"*. (Riau, 2012).

present research used Directed Reading Activity strategy to know the influence of using Directed Reading Activity strategy toward students reading comprehension in analytical exposition text. Finally, the research entitles this research is: The influence of Using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies some problems as follows:

1. The students get some difficulties in finding main idea.
2. The students find difficulties in vocabulary, and understand of the text.
3. The students' are not able to comprehend the text
4. The teacher's strategy is less interesting.

C. Limitation of the Problem

In this research, the researcher will focus on the influence of using DRA strategy toward students reading comprehension in analytical exposition text at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

D. Formulation of the Problem

Based on the identification and limitation of the problem above, the formulation of the problem: Is there a significant influence of using Directed Reading Activity strategy toward students reading comprehension at the first

semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020?

E. Objective of the Research

The objective of this research is to know and whether there is a significant of Using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

F. Significance of the Research

The researcher expects that this research can be used:

1. Theoritically, the research expected that Directed Reading Activity strategy can influence the students' reading comprehension.
2. Practically, the researcher are expected to give information for the teacher that DRA strategy can be applied as a good way to comperhend and study text in teaching reading comprehension. For students, it can increase the students' reading comprehension in English texts.

G. Scope of the Research

1. Subject of the research

The subject of the research was the students at the eleventh grade of SMA Negeri 3 Tulang Bawang Tengah.

2. Object of the research

The object of the research was used of Directed Reading Activity strategy of toward students reading comprehension.

3. Place of the research

The research was conducted at SMAN 3 Tulang Bawang Tengah.

4. Time of the research

The research was conducted in the first semester in the academic year of 2019/2020.



CHAPTER II TEORITICAL FRAMEWORK

A. Frame of Theory

1. Concept of Reading

Reading is one of skills that will be learned by the students.

Through reading, the students will get information which they never know before. Lems, stated that reading is an interactive process that takes place between the text and the readers processing strategies and background knowledge.¹ It means that reading is an interactive process between the readers and the text that involve the background knowledge. Reading is still difficult for learners, because the learner learn about meaning of word and new English terms are different. Reading is emphasized in english teaching and learning process.

Reading is the ability to draw meaning from the printed page and interpret this information appropriately.² It means that, reading is the ability to get meaning and information from books or other material that have been read before. Reading is most useful and important skill for people. This skill is more important than speaking and writing.

¹ Kristin Lems, *Teaching Reading To English Language Learners*, (New York: Guilford Press, 2010), p.33

² William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading*. (New York: Routledge, 2011). p. 3

Reading is source of joys. Good reading is that which provide him both pleasure and profit.³ It means that, reading is a primary skill before speaking and writing in English.

Another definition states that reading also has a positive effect on student's vocabulary knowlegde on their spelling and on their writing.⁴ It means that reading is be better if it combined with another English skill. According to Sayler, reading is not about looking at black marks on page—or turning the pages as quickly as we can. Reading means constracting meaning, getting a message.⁵ it can be see that the readers get information of words by developing understanding of the reader about what they read.

Reading is a skill learned through conscious effort and the process of learning usually in the first language (L1) sometime around the beginning of formal education, with a very high proposition of the population being successful in the task.⁶ It means that, reading is a learning process in language learning from the second language to the native language that can help in completing the assignment.

³ Petel, M.F, Jain, Praveen M, *English Language Teaching*, (Jaipur: Sunrise Publisher, 2008), P.113

⁴ Jeremy Harmer. *How to Teach English*. New Edition. 2007 p. 99

⁵ Seyler, Dorothy U, *The Reading Context Developing Reading Skill*, (New York:Longman, 2004), P. 13

⁶ Pater Watkins, *Teaching And Developing Reading Skills*, (New York: Cambridge University Press, 2017), p. 14

From the definition above it can be concluded that reading is not just read the text, but understand the meaning a text of paragraphs. Reading is process between readers and the text to get main information because many readers just read up the end of books ot text but they were not understood what they the meaning have read.

a. **Concept of Reading Comprehension**

Reading is an activity to get information from a text, we must understand the content of the text. However, reading more than that. Reading comprehension is a process of getting information from context and combining separated into a new whole. It is process of using reader's exiting knowledge to interpreted text in order to construct the meaning. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.⁷ It mean that, reading comprehension is the process of constructing meaning or finding out which of the readers' knowledge fusion requires certain techniques, abilities, and skills.

According to Gary, Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.⁸ A general component in

⁷ Jane Oakhill, Kate Cain and Casten Elbro. *Understanding and Teaching Reading Comprehension*, (New York: Routledge, 2015) p. 1

⁸ Gary Woolley.. *Reading Comprehension: Assisting Children With Learning Difficulties*, (New York: Springer, 2011), p. 15

many definitions of comprehension is the interpretation of the information in the text. At core of comprehension is our ability to mentally interconnect different events in the text and form a coherent representation of what the text is about. It can be seen that comprehension is activity of interpretation information of text and a coherent representation about the meaning of text.

Reading comprehension is activity by the readers when they read to understand and to get the total meaning of the passage.⁹ The part of the task of reading comprehension is situated within the text it self: a developed understanding comes from the interaction between the text and the reader's response to it. The diverse perspectives that we bring to the task result in different interpretations of a text.¹⁰ It means that comprehension is process of construct meaning of context based on what we read.

According to Brown in language assesment, there are some aspects in reading comprehension test, there are:

1. Main idea (topic)
2. Expressions/phrases in context
3. Inference (implied detail)
4. Gramatical fetures (reference)
5. Detail (scanning for a specipically stated detail)
6. Excluding facts not written
7. Supporting idea(s)

⁹ Syofnidah Ifrianti, *Increasing Students' Reading Comprehension by Using Jigsaw Technique*. Jurnal Tadris Bahasa Inggris, 2013. Vol 5. No 1 p.151

¹⁰ Paula J. Clarke, Emma Truelove, at All. *Developing Reading Comprehension*. (USA: Wiley Blackwell, 2014.). p. 2

8. Vocabulary in context.¹¹

Based on all the statements above, the the researcher concludes that students reading comprehension in this study is defined as the process of getting message from the author written text. The purpose of reading comprehension to the readers is to get information, main idea, of the content.

b. Concept of Teaching Reading

Teaching reading is a complex proses. The good teachers develops an extensive knowledge base and draw on a repertoire of strategies for working with struggling students. According to Harmer teaching reading is useful for the other purpose. Any exposure to English (provided students understandit more or less) is a good things for English students.¹² It means that, teaching reading is learning English to understand the meaning of the purpose of the reading text.

In other words, teaching reading is important for the students to understand the text. During teaching reading process, we must pay attention about the principles of teaching reading there are six principles of teaching reading. They are as follows:

- a. Reading is not a passive skill.
- b. The students need to be engaged with they are reading.
- c. The students should be encouraged to respond to the content of a reading text, not just the language.
- d. Prediction is the major factor in reading.

¹¹ Brown, H. Douglas, *Language Assessment Principles and Classroom Practices*. (England: Longman Limited, 2003), p. 206

¹² Jeremy Harmer, *How to Teach English*, (Malaysia: Longman, 2001), p. 68

- e. Match the task to the topic.
- f. A good teacher intergrates the reading text into interesting class sequences.¹³

Besed on those descriptions, teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a patner to make teaching prosess more effective.

2. Concept of Genre of Text

Text is any completed act of communication such as a greeting between friends in the street, a television advertisment, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication.¹⁴ It means that text is stand alone as an act of communication between the writter and the reader.

According to David, text is that may refer to collections of written or spoken material (the latter having been transcribed in some way), e.g. conversation, monologues, rituals, and so on.¹⁵ It means that, Text is written work that has been described in writing form of an expression, conversation, and so on.

Genre is the type of text about concept and the a form in text that is. Moreover, in English there are thirteen types of text such as spoof,

¹³ *Ibid.* p. 70

¹⁴ Peter knapp and Megan Watkins, *Genre-Text-Grammar*, (Australia: UNSW Press, 2005), p. 29

¹⁵ David Crystal. *A Dictionary of Linguistics and Phonetics*, (Australia: Blackwell Publishing, 2008), p.481

recount, procedure, descriptive, narrative, report, news item, analytical exposition, hortatory, eskpository, explanation, discusscion and review.¹⁶

In this reseach, the researcher focus on the students' reading comprehension in analytical exposition text.

a. Concept of Analytical Exposition Text

There are several types of texts in English. One of them is analytical exposition text. Analytical exposition text is a text tells the readers about the phenomenon surrounding and persuades the reader that the idea is important matter.¹⁷ It means that analytical exposition is the text that convinces the reader to believe the ideas expressed in the form of events that occur around it

The purpose of an exposition text is to persuade the reader or listener by presenting one side of arguments which are supported by facts in order to convince the readers.¹⁸ It means that analytical exposition It is to convince the reader of the arguments supported by the facts. The social function of analytical exposition is to persuade the reader with the writer's opinion about an issue.¹⁹

¹⁶ Linda Garot and Peter Wignell, *Making Sense of Funtion Grammar*. (New South Wales: GerdStabler, 1994). p. 192

¹⁷ Dida Melda, Eni Rosnija, Luwandi Suhartono, *Teaching Reading Comprehension on Analytical Exposition Text Through Schema Activation Strategy*, (Journal uni.ac.id. Vol 7, No 1 2018)

¹⁸ Sori Merianda Sigalingging, *Teaching Reading Comprehension of Analytical Exposition Text to The Eleventh Grade Students of SMA in Medan*. (Jurnal.Unimed.Ac.Id. Vol 6, No 2, 2017)

¹⁹ Annisa Fitri Irwan, An Fauzia Rozani Syafei, And Leni Marlina, *Students' Ability In Writing An Analytical Exposition Text At English Department Of Universitas Negeri Padang*, (Jelt Vol 7 No. 1 March 2018)

It means that analytical exposition Is the text that contains the author's arguments to be believed by the reader.

Based on the the statement above, the researcher concluded that analytical exposition text is a text about the exposition that explains the opinion of the author will be a thing that happens then backed by various arguments closed with an affirmation or statement about the author opinion stated in early. The fuction of analytical exposition is to persuades the reader or listener that the theme or issue is interesting to be discussed through the opinions or arguments presented.

b. Generic Structure of Analytical Exposition Text

The three components of analytical exposition text they are thesis, arguments, and reiteration.

- 1) Thesis, statement of the write's position about a topic
- 2) Argument, the writer supports the thesis statement by putting the argument about the topic.
- 3) Reiteration, the writer's reorientation which reinforce the tesis statement in the first topic.²⁰

Based on the the statement above, the components of generic structure in analytical exposition is a thesis, arguments, and Reiteration. In the thesis, the author introduces the topic and provides a brief outline of the key points. Then, the arguments provides a number of points. It

²⁰ *Ibid*

stars with a key or general statement with supporting reasons in the rest of the paragraph. Finally, the author sums up the arguments and restates the position in the conclusion or reiteration part.

c. Language Features of Analytical Exposition Text

According to Sudarwati and Grace the language features of analytical exposition text are :

1. Emotive words
2. Word that qualify statements
3. Word that link arguments
4. The use of the present tense
5. The use of compound and complex sentences.²¹

Based on the statement above, it means that the language features of analytical are the use of expression opinion (e.g: like), the use of the present tense, the use of link arguments (e.g: therefore), the use of compound sentences (using the connector and, but, and or) and complex sentences (the combination of using dependent and independent clause with conjunctions).

There are some language features of analytical exposition text such as:

- a. Use of Simple Present Tense
- b. Use of Modality
- c. Use of Material Processes

²¹ Sudarwati, M and Grace, E, *Look Ahead 2*, (Ciracas, Jakarta: Erlangga, 2007), p.116

- d. Use of Relational Processes
- e. Use of Mental Processes
- f. Focus on Generic Human and Non-Human Participant
- g. Reasoning Expressed as Verb and Noun²²

Based on the explanation that is in make a analytical exfosition, we must to know the language future of the text. The language future of analytical exfosition such as using simple present, modals, compoun sentence, complex sentences, expresion, link argument, qualify statements, mental proses, generic human and non-human participant.

Example of Analytical Exposition Text

The Importance of English

Thesis I personally think that English is the world's most important language. Why do I say that?

Argument 1 Firstly, English is an international language. It is spoken by many people all around the world, either as a first or second language.

Argument 2 Secondly, English is also the key which opens doors to scientific and technical knowledge, which is needed for the economic and political development of many countries in the world.

Argument 3 Thirdly, English is a top requirement of those seeking jobs.

Applicants who master either active or passive English are more favourable than those who do not.

²² Mella Prasetya Windawati, *the use of reciprocal teaching technique to improve students' reading comprehension in teaching analytical exposition text*, (Semarang, 2015), Accessed on July 26, 2019

Conclusion From the fact above, it is obvious that everybody needs to learn English to greet the global era.

3. Concept of Approach, Method, Strategy, and Technique

In general area of morphology, actually people discussion about approach, method, strategy, and technique, and procedures, all of which go into the practice of English teaching. An approach describes how people acquire their knowledge of the language and makes statements about the condition which will promote succesful language learning.²³ It means that, an approach that describes the condition or the way someone to get knowledge related to language.

According to Brown, approach theoretically well-informed positions and belief about the nature of language, the nature of language learning and the applicability of both pedagogical setting.²⁴ It means that, an approach of how people acquire language knowledge and about conditions to promote the success of language learning. Based on the statement about approach is a set of correlative assumptions dealing with the nature of language learning and teaching.

A method is the partial relaziation of an approach. The originators of a method have arrived at decisions about types of activity, roles of teachers and learners, the kind of material which will be helpful and

²³ Jeremy Harmer, *The Practice of Language Teaching* (4th ed) (London: Longman, 2007), p.62

²⁴ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed) (New York: Longman, 2001), p.16

some models of syllabus organization. A method is coherent set of such links in the sense that there should be some theoretical or philosophical compatibility among the links.²⁵ A method is a coherent steps in an activity or activities that are interconnected in each of its intervals.

Method includes various procedures and technique as part of their standard fare. According to Brown method is generalized set of classroom specifications for accomplishing linguistic object.²⁶ It means that, method tend to be concerned primarily with the teacher and student roles and behaviors and secondarily with such a features as linguistic and subject-matter objectives, sequencing and material.

Strategy is procedures use in learning, thinking, etc. Which server as a way of reaching a goal.²⁷ It means that, Strategy is a procedure used in the learning process in the classroom to achieve goals. Generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. Strategy describes how the ends (goals) will be achieved by the means (resources). Strategy can be intended or can emerge as a pattern of activity as the organization adapts to its environment or competes.

²⁵ Diane Larsen Freeman. *Techniques and Princilples in Language Teaching*, (New York: Oxford University Press, 2003), p. 3

²⁶ H. Douglas Brown. *Op.Cit.* p. 16

²⁷ Jack C. Richard and Richard Schmidt, *Longman Dictionary Of Language Teaching & Applied Linguistic. Pearson education limited*, (New York: Oxford University Press, 2010), p.559

Therefore, technique is a specific procedure for carrying out a teaching activity, such as the way a teacher corrects students' errors or set up group activities.²⁸ It means that, technique is the procedure of special teaching and learning activities. Technique must be consistent with a method and therefore in harmony with an approach as well.

4. Concept of Directed Reading Activity Strategy

The Directed Reading Activity is a reading comprehension/critical thinking activity for the building knowledge part of a reading lesson with either analytical exposition or informational text.²⁹ It means that Directed Reading Activity strategy is critical thinking activity from a reading lesson to read the analytical exposition text to build knowledge.

In the same manner as Barbara said that Directed Reading Activity strategy is one of the oldest and most widely used frameworks for reading instruction. Directed Reading Activity strategy is a three-step teaching process that involves prereading, during-reading, and postreading activities.³⁰ It means that Directed Reading Activity is one of the oldest strategy and in this strategy have three- step such as rereading, during reading and post reading activities or writing.

²⁸ *Ibid.* p. 591

²⁹ Alan Crawford et.al, *Teaching and Learning Strategy for the Thinking Classroom*, (New York: The International Debate Education Association, 2005), p. 42

³⁰ Barbara J. Guezzetti, Donna E. Alvermann and Jerry L. Johns, *Literacy in American: An Encyclopedia of History, Theory, and Practice*. (California: ABC Clio inc, 2002), p. 133

This type of lesson can be complete in 40 minute with the three steps, they are: (a) anticipation phase, (b) building knowledge phase, (c) consolidation phase. The teacher directs the students' silent reading with comprehension-level questions. They will read with stops, pausing to discuss few paragraphs.³¹ It means that in this strategy teacher students to support students' reading comprehension by guide them to significant the points in the text and providing opportunities to discuss its meaning with their classmets.

The purpose of Directed Reading Activity strategy to increase the reading comprehension with the precedence the students silent reading with comprehension levels, prereading, during reading, and after reading.

a. Procedure of Teaching Reading Using Directed Reading Activity Strategy

As a strategy, Directed Reading Activity have an implementation guide, according to Tierney asserted the five steps of the Directed Reading Activity including:

1. Readiness
2. Directed silent reading
3. Comprehension check and discussion
4. Oral rereading
5. Follow up activities.

³¹ Alan Crawford et.al, *Loc.Cit.*

- 1) Readiness, The readiness is the stage to prepare students before reading takes place by connecting their experiences with stories to develop their reading interest and setting their purposes for reading. In this stage four components comprise the readiness stage of the Directed Reading Activity such as develop concept background, create interest, introduce new vocabulary and establish purpose.
- 2) Directed silent reading, following the readiness stage of the Directed Reading Activity, students will begin to read silently with quickly to find answers the purpose-questions given by the teacher
- 3) Comprehension check and discussion, Discussion activities on this stage it means that the researchers asking students to extend and challenge the ideas students glean from their reading in order to check students' comprehension of their reading.
- 4) Oral rereading, at this stage the researcher provides a new purpose for reading or preparing students to follow up activity in the same way as before.
- 5) Follow up activities, follow-up activities are experience that build and extend skill development and activities that add to, students' understanding of the concept in the story. In this stage the researcher can noted the difficulties during the silent reading.³²

³² R.J, Tierney, Readance, J.E. & Dishner, E.K.. *Reading Strategies and Practices*. (Boston: Allyn and Bacon, 2005), pp. 16-18

Futhermore, Crawford stated a set of structure activities during Directed Reading Activity sessions, those activities are anticipation phase, building knowlegde, and consolidation phase.³³

1. Anticipation phase. In this step, activities designed to motivate students and connect their backgrounds, and add new vocabulary from stories they will read.
2. Building knowlegde. In this step, before starting the Directed Reading Activity, the researcher must cut the text into several parts and share the students then they read it silently, after that the researcher asks students questions to check their understanding.
3. Consolidation phase, the last step is the final activity to review students' understanding of the text they are reading before by giving homework assignments.

From the definition above about the Directed Reading Activity procedure from Tierney and Crawford there are similarities in its steps. Tierney has 5 steps while Crawford has 3 consisting of anticipation phrases, building knowledge, and consolidation phrases. In the second step the anticipation phrase contains three steps from the Tierney procedure that is directed silent reading, comprehension check and discussion, and oral rereading.

³³ Alan Crawford et.al, *Op.Cit*.pp. 42-43

In this research the researcher was used procedures from Tierney, because in the procedure they are five steps such as readiness, directed silent reading, comprehension check and discussion, and oral rereading, and the last follow up activities, the identical construct from Tierney are as follow:

a. Readiness

- 1) The teacher show picture about the material.
- 2) The teacher write the new vocabulary in white board.
- 3) The teacher ask the students about the meaning of word.
- 4) The teacher ask about the material.

b. Directed silent reading

- 1) The teacher asks the student to read the text silently .
- 2) The teacher give some the question for students.

c. Comprehension check and discussion, the teacher repeat question, ask the student to give answer and comment. Then, discussion the students' comment.

d. Oral rereading, the teacher ask the student to reading the sentence based on their answer and comment.

e. Follow up activities, the teacher gives multiple coice to the student.

b. Advantages and Disadvantage

The teachers need to know advantages and disadvantages as consideration in choose a strategy or a method in teaching language. It also applies to the teaching of reading skill in choosing Directed Reading

Activity as teaching strategy. Directed Reading Activity strategy also has some advantages and disadvantages like the others strategies.

The advantages of Directed Reading Activity strategy as follows:

- a. Teaches word identification skills
- b. Elicits students' prior knowledge of the topic of the text
- c. Teaches specific reading skills
- d. Sets a purpose for reading
- e. Encourage students to monitor their comprehension while they are reading.³⁴

Based on the explanation above, the researcher concludes that Directed Reading Activity strategy have some advantages, it is can help students to learn word identification skills, specific reading, and the purpose of reading. Besides the advantages, Directed Reading Activity strategy also has disadvantages. The disadvantages of Directed Reading Activity strategy is too teacher centered.

5. Concept of Reading Aloud Strategy

Reading aloud is the primary pivot connecting reading and oral English training. Reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression.³⁵

³⁴ Dewi Sumarni, "The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency". Riau. 2012

³⁵ Lianguang Huang, *Reading Aloud in the Foreign Language Teaching*, English Department, Zhenjiang Watercraft College of PLA Zhenjiang 212003, China, jurnal Asian Social Science Vol. 6, No. 4; April 2010) access on July 26, 2019.

It means that reading aloud is the main training in reading and spoken English that can help improve reading skills.

According to Hanh said that reading aloud is the perfect time to provide students with a window into the comprehension of a proficient reader so that they can begin to “construct a network of strategy for themselves”.³⁶ It means that reading aloud is the right way for students to understand professional readers. Moreover, Holly and Tyran stated that a systematic approach to reading aloud can yield important academic benefits for children.³⁷ It means that reading aloud can produce academic benefits such as reading skills and experience that are useful for students.

Based on the explanation above, the researcher concludes that reading aloud is a planned oral reading of a book or print expert, usually related to a theme or topic of the study. The reading aloud can be used to engage the student listener while developing background knowledge, increasing comprehension skills, and fostering critical thinking.

a. Procedure of Teaching Reading Through Reading Aloud Strategy

The following procedure adapted from Patel.

1. The material which teacher present before students be according to previous knowledge of the students or related their own experience.

³⁶ Hanh, M. L. *Reconsidering Read-Aloud* (Portland: Stenhouse Publisher, 2002), p. 11

³⁷ Holly, B. L. & Tyran, L. W. *Maximizing the Effectiveness of Reading Aloud*. (International Reading Association, 2007), pp.668-675, doi.10 1598/RT.60.7.7

2. The teacher should emphasize on the stress of learners.
3. The teacher should be very careful while process of reading is going on. If any mistake is committed by learners, he should correct it. Correction should be friendly and productive.
4. The teacher should care about all readers. He should also draw his attention toward weak readers.
5. While teacher present model reading, this model reading should be according the level of readers so that readers could understand it very well and pronounce very well.³⁸

B. Relevance Study

There were some studies about the use of Directed Reading Activity strategy. All of these studies have been successful. The researchers were applied this game effectively. That is why in this research, the researcher also wants to conduct the same strategy even it will have differences among them. The first study did by Samsul Alam the title “Using Directed Reading Activity (DRA) to Teach Reading Comprehension to the Second Year Students of MA Syekh Yusuf Sungguminasa.

This research is a pre-experimental research conducted by using a pre-test – treatment – post-test design which used one group pretest-posttest design. The objective of this research is aims to find out whether or not Directed Reading Activity strategy can stimulate the students’ ability in learning reading comprehension. The population of this research will be the

³⁸ M.F. Patel, *Op.Cit.* p. 121

second year students of MA Syekh Yusuf Sungguminasa. The total numbers of the second year students are 56 students. The sample in this research, is one class that consist of 28 students from 56 students, this research was applied the purposive sampling.

The collected data from the questionnaire, the test was having the students answer the question from the reading text. Those consisted of 10 items. Each item was provided with four alternatives of response categories: Strongly Agree, Agree, Disagree, and Strongly Disagree. Data were analyzed by using the percentage technique. The results of data analysis showed the mean score of pretest was 5,15 and the mean score of posttest was 6,55 From the results of data analysis, means that the t-test value is higher than t-table value. It can be concluded that the using Directed Reading Activity strategy was successful in teaching reading comprehension. It means that Directed Reading Activity strategy is suitable to applied to improve the students' reading comprehension in classroom at the Second Year Students of MA Syekh Yusuf Sungguminasa.³⁹

This study is similiar to the research in this paper, but there are differences between them. It is about the aim of research. This study aimed to improve students' reading comprehension through the use of Directed Reading Activity strategy, but the research on this paper aims to find the influence of Directed Reading Activity strategy towards the students' reading

³⁹ Syamsul Alam, *"Using Directed Reading Activity (DRA) to Teach Reading Comprehension to the Second Year Students of MA Syekh Yusuf Sungguminasa"*, Sulawesi Selatan. 2012.

comprehension. Then, the differences about the sample of research, it was conducted on one class only, but this research will be in two classes.

The second study did by Mustain. He was the students of English Language Education Study Program at STKIP PGRI Bangkalan. He did a research entitled “The Implementation using Directed Reading Activity (DRA) in teaching reading narrative text in second semester of English Departement at STKIP PGRI Bangkalan”. In this research used Qualitative research design focused on A Case Study. The subject of this research was the second semester of English Department at STKIP PGRI Bangkalan. The instruments of this research are observation checklist and interview recording. In this research, the researcher analyzed the data from observation and interview using data reduction, data display, and conclusion or verification. Based on the result of interview obtained to know the students responds was the students thought that Directed Reading Activity (DRA) was good in reading class, but it should be supported by easy material.⁴⁰

There are differences between second study to this research. First, about the aim of research. It was aimed to know the Implementation using Directed Reading Activity (DRA) in teaching reading, but but this research aims to find whethere the is an influence of using Directed Reading Activity strategy towards the students’ reading comprehension. Then, the difference about specific grade, it was on university but this research will be conducted in

⁴⁰ Mustain, “*The Implementation using Directed Reading Activity (DRA) in second semester of English Departement at STKIP PGRI Bangkalan*.” Jawa Timur. 2015.

senior high school level. The last is about the text of research, it was narrative text but this research will use analytical exposition text.

The third study did by Dewi Sumarni. she was the students of English Language Education Study Program at UIN Sultan Syarif Karim Riau Pekanbaru. She conducted a research the title “The influence of using Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency”.

This study aimed to find out whether there is any significant difference between students’ ability in reading text who are taught by Directed Reading Activity (DRA) strategy and conventional strategy. In this study conducted a quasi-experimental research as the methodology of this research. The population of this research was all the First Year Students of Senior High School 14 Siak of Siak Regency in 2010-2011 Academic Years. It consists of eight classes.

The number of Students is 240 students. The sample of this research is class X.2 for control class and X.5 for experimental class. To collect the data the writer use the techniques by the test and observation. The result of observation for answer “Yes” is 80% and for answer “No” is 20%. The mean of experimental group is 74.53, and mean of control group is 65.73. It shows that using Directed Reading Activity (DRA) strategy has positive influence in increasing students’ reading comprehension. In other words, there is significant influence between students’ reading comprehension that are taught

by using Directed Reading Activity (DRA) strategy at the first year students of SMAN 14 Siak of Siak Regency.⁴¹

There are differences between the third study with this research. It was conducted at under grade than this research, which means the process of teaching and learning must be different. The text of research, it was use narrative text but this research used analytical exposition text.

There are many more studies about the use of Directed Reading Activity strategy. The researcher presents 3 of them. It can be used as reference to conduct further research and to clarify each theory stated by experts. The procedure of strategy might be the same because the variable of research are the same. It just has differnces on aim, grade, or text. Hopefully, this research was succeed as previous studies. Reffering to previous studies, therefore the researcher was conducted a research entitles “The influence of using Directed Reading Activity strategy toward students reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020”.

This study is similiar to the research in this paper, but there are differences between them. It is about the aim of research. This study aimed to improve the students’ reading comprehension through the use of Directed Reading Activity strategy, but the research on this paper aims to find the influence of Directed Reading Activity strategy towards the students’ reading

⁴¹ Dewi Sumarni, “*The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency*”. Riau. 2012

comprehension. Then, the differences about grade, it was on senior high school and university but this research was conducted in senior high school level. Even they have differences, but still it is about Directed Reading Activity strategy to reading comprehension.

C. Frame of Thingking

Reading is a English language skill that must be mastered by every human being. In contrast to the ability to speak and write, reading is a receptive activity. To be able to absorb information from reading material then the reader must have the ability to comprehend the contents of the reading comprehensively.

Many factors can affect reading ability. Learning strategy is a dominant factor in determining the success of teaching and learning process. A strategy that is less appropriate and does not attract students' attention can lead to less satisfactory learning outcomes. Therefore, teachers should be able to choose the right strategy so that the learning process can run effectively, conducive, and fun. Therefore, learning to read comprehension, needs to be prepared with the right strategy.

One of the strategies that can be used in reading comprehension is Directed Reading Activity because the main target of learning with this strategy is to improve the ability to read comprehension through the gradual process from preparation to Follow-up phase so that students have clear goals after reading.

Based on the theories used in this chapter, the researcher assumes that by applying this aspect of reading comprehension can improve the students' understanding in reading text and have a clear reading purpose because it uses Directed Reading Activity strategies that link the background of knowledge, develop a specific purpose of reading, discuss, and develop understanding after reading.

D. Hypothesis

Based on the theoretical assumption above, the researcher was propose the following hypotheses:

H_a :There is a significant influence of using Directed Reading Activity Strategy toward the students' reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

H_o :There is no significant influence of using Directed Reading Activity Strategy toward the students' reading comprehension at the first semester of the eleventh grade of SMAN 3 Tulang Bawang Tengah in the academic year of 2019/2020.

REFERENCES

- Alderson, Charles J. *Assessing Reading*. Cambridge: Cambridge University Press, 2000.
- Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta. 2013.
- Ary, Donald, et.al. *Introduction to Research in Education*. 8th Ed. Canada: Wadsworth Cengage Learning, 2010.
- Brown, H. Douglas. *Teaching by Principles An Interactive Approach to Language Pedagogy* (4th ed). New York: Longman, 2001.
- . *Language Assessment Principles and Classroom*. San Francisco: Longman, 2003.
- . *Teaching by Principles*, San Francisco: Longman, 2007.
- Clarke, Paula J, Emma Truelove, et al. *Developing Reading Comprehension*. USA: Wiley Blackwell, 2014.
- Cohen, Louis Lawrence Manion And Keith Morrison. *Research Methods In Education* New York: Routledge, 2007.
- Crawford, Alan et.al. *Teaching and Learning Strategy for the Thinking Classroom*. New York: The International Debate Education Association 2005.
- Creswell, John W. *Education Research: Planning, Conducting and Evaluating Qualitative and Quantitative Research*. New York: Pearson Education, 2012.
- Crystal, David. *A Dictionary of Linguistics and Phonetics*, Victoria: Blackwell Publishing, 2008.
- Seyler, Dorothy U. *The Reading Context Developing Reading Skill*. New York: Longman, 2004.
- Fraenkael, Jack R, and Norman R. Wallen. *How to Design and Evaluation Research in Education* (8th edition) New York: McGraw-Hill Companies, 2009.

- Freeman, Diane Larsen. *Techniques and Principles in Language Teaching*. New York: Oxford University Press, 2003
- Grabe, William and Fredricka L. Stoller. *Teaching and Researching Reading*. New York: Routledge, 2011.
- Hanh, M. L. *Reconsidering read-aloud*. Portland: Stenhouse Publisher, 2002.
- Harmer, Jeremy. *How to Teach English*. Malaysia: Longman, 2001.
- _____. *How to Teach English*. New Edition, Malaysia: Longman, 2007.
- Knapp, Peter and Megan Watkins. *Genre-Text-Grammar*. Australia: UNSW Press, 2005.
- Leavy, Patricia. *Research Design Qualitative, Quantitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. New York: The Guilford Press, 2017.
- Lems, Kristin. *Teaching Reading Too English Language Learners*. New York: Guilford Press, 2010.
- Mujis, Daniel. *Doing Qualitative Research in Education*. California: Sage Publication, 2004.
- Oakhill, Jane Kate Cain and Casten Elbro. *Understanding and Teaching Reading Comprehension*. New York: Routledge, 2015.
- Patel, M.F, Jain, Praveen M. *English Language Teaching*. Jaipur: Sunrise Publisher, 2008.
- Watkins, Peter. *Teaching And Developing Reading Skills*. New York: Cambridge University Press, 2017.
- Seyler, Dorothy U. *The Reading Context Developing Reading Skill*. New York: Longman, 2004.
- Sudarwati, M and Grace, E. *Look Ahead 2*. Jakarta: Erlangga, 2007.
- Sugiyono. *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta, 2015.
- Tierney, R.J, Readance, J.E. & Dishner, E.K. *Reading Strategies and Practices*. Boston: Allyn and Bacon, 2005.

Woolley, Gary. *Reading Comprehension: Assisting Children With Learning Difficulties*. New York: Springer, 2011.

Internet Sources:

Annisa,Nurul. *A Comparision between Reading Aloud and Silent Reading in Undstanding Recount Text (in Case of Senior High School Year Ten of SMAN 12 Semarang in the Academic Year 2010/2011)*. 2010. Adapted at <https://lib.unnes.ac.id> access on July 26, 2019.

Betts, E.A. DRA (Directed Reading Activity). 2012. Accessed on March 25, 2019. <http://www.nea.org/tools/DRA-directed-reading-activity.html>

Dewi Sumarni. “*The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency*”. Riau. 2012. Accessed on january 26, 2019.

Effendy, Muhadjir. <https://www.kemendikbud.go.id/main/blog/category/siaran-pers>, accessed on June 28, 2019.

Harlan, Agnes Febrian. *The Implementation of Venn Diagram Strategy Toimprove Reading Comprehension of Analytical Eksposition Texts*. Yogyakarta, 2016. Accessed on july 17, 2019.

Holly, B. L. & Tyran, L. W. *Maximizing the effectiveness of reading aloud*. International Reading Association (pp.668-675) doi.10 1598/RT.60.7.7 Adapted at www.youtellmestories.org. 2007. Access at July 28, 2019.

Huang,Liangguang. *Reading Aloud in the Foreign Language Teaching*, English Department, Zhenjiang Watercraft College of PLA Zhenjiang 212003, China, jurnal Asian Social Science Vol. 6, No. 4; April 2010). Access on July 26, 2019.

Ifrianti, Syofnidah. *Increasing Students’ Reading Comprehension by Using Jigsaw Technique*. Jurnal Tadris Bahasa Inggris, 2013. Vol 5. No 1.

Irwan, Annisa Fitri, An Fauzia Rozani Syafei. And Leni Marlina. *Students’ Ability In Writing An Analytical Exposition Text At English Department Of Universitas Negeri Padang*. Jelt Vol 7 No. 1 March 2018.

Melda, Dida, Eni Rosnija, Luwandi Suhartono. *Teaching Reading Comprehension on Analytical Exposition Text Through Schema Activation Strategy*, Journal uni.ac.id. Vol 7, No 1 2018.

Mustain. *The Implementation using Directed Reading Activity (DRA) in second semester of English Departement at STKIP PGRI Bangkalan*. Jawa Timur. 2015. Accessed on march 07, 2019.

Sigalingging, Sori Merianda. *Teaching Reading Comprehension of Analytical Exposition Text to The Eleventh Grade Students of SMA in Medan*. Jurnal.Unimed.Ac.Id. Vol 6, No 2. 2017.

Sumarni, Dewi. "The Influence of Directed Reading Activity (DRA) Strategy on Reading Comprehension at the First Year Students of Senior High School 14 Siak Tulang Of Siak Regency". Riau. 2012.

Syamsul Alam. "Using Directed Reading Activity (DRA) to Teach Reading Comprehension to the Second Year Students of MA Syekh Yusuf Sungguminasa", Sulawesi Selatan. 2012. Accessed on february 24, 2019.

Windawati, Mella Prasetya. *The Use of Reciprocal Teaching Technique to Improve Students' Reading Comprehension in Teaching Analytical Exposition Text*. Semarang, 2015. Available at Accessed on july 26, 2019.

